DOCUMENT RESUME

ED 205 253 JC 810 508

AUTHOR Collins, Thomas R.; McMaster, Anne
TITLE Non-Returning Student, Fall 1979-Spring 1980.
INSTITUTION Mercer County Community Coll., Trenton, N.J.
REPORT NO MCCC-TR-81-03
PUB DATE Jul 80
NOTE 23p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Dropout Characteristics; Dropout Research; *Dropouts; Followup Studies; *Participant Satisfaction; Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

ABSTRACT

In Spring 1980, a study was conducted at Mercer County Community College (MCCC) to determine selected information about students who indicated during Fall semester registration that they intended to return the following Spring, but who failed to do so. One aspect of the study involved a comparison of returning and non-returning students with respect to the following characteristics: residence; full-/part-time, new/continuing status; sex; ethnicity; educational goal; degree aspirations; cumulative credits earned; and grade point average. The non-returning group was found to resemble the returning group on each of these characteristics. In addition, the study involved a mailed survey of 839 non-returning students. The questionnaire solicited information on students' original goals in coming to MCCC, whether these goals had been achieved, reasons for not returning, employment and educational status, and ideas for improving MCCC. Responses were received from 42% of the survey population, revealing that for the most part reasons for not returning had little to do with MCCC operations. The most frequently cited reason was: "I decided to take a semester or two off." Some dissatisfaction with instruction and faculty attitude was indicated, but more than half of the respondents (55%) expressed a definite intention to return to MCCC. The study report details methodology and findings and is appended by student comments and the questionnaire. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TECHNICAL REPORT
OFFICE OF INSTITUTIONAL RESEARCH

81-03
~~80-2~~

ED2052553

Non-Returning Student

Fall 1979 - Spring 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. David Conklin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

MERCER COUNTY COMMUNITY COLLEGE

Thomas R. Collins
Anne McMaster
July, 1980

JC 810508

TABLE OF CONTENTS

		Page
I.	Executive Summary	1
II.	Methodology	
	A. Questionnaire Design and Development	2
	B. Survey Sample	2
	C. Data Collection	3
	D. Data Coding	4
III.	Student Characteristics: Non-Returning vs. Returning Students	5
IV.	Results of the Survey of Non-Returning Students	
	A. Demographic Characteristics of Survey Respondents	6
	B. Item Analysis	7
	C. Analysis of Student Comments	9
VI.	Appendices	
	Appendix A: Student Comments Regarding Changes at Mercer	11
	Appendix B: Non-Returning Student Questionnaire-Spring, 1980	19

LIST OF TABLES

Table		Page
1.	Return Rates for Survey of Non-Returning Students	3
2.	Demographic Characteristics of Survey Respondents	7
3.	Transfer Institutions Attended by Non-Returning Students	8
4.	Non-Returning Students at Transfer Institutions: Major Fields of Study	9

Non-Returning Students

Fall 1979--Spring 1980

I. EXECUTIVE SUMMARY

Factors associated with non-return to the College were examined by comparing the characteristics of non-returning students to those of returning students, and by analyzing the responses to a survey questionnarie sent out to all non-returning students. The results of this two-fold effort are summarized below:

- The non-returning group resembles the returning group on key characteristics (e.g., sex, ethnicity, grade point average). For example, students in the non-returning group were no more likely to be minority, female, or low achievers than were students in the returning group.
- For the most part, reasons for non-return had little to do with College operations. The most frequently cited reason was: "I decided to take a semester or two off." Some dissatisfaction with instruction was indicated, and comments were both favorable and unfavorable (see Appendix A). Many complaints were related to faculty attitude. Some students thought that the Mercer atmosphere resembled too closely that of a high school.
- More than half of the non-returning students expressed a definite intention to return at a later date, and nearly four out of five said that they would recommend Mercer to a friend.

II. SURVEY METHODOLOGY

A. Questionnaire Design and Development

Each year the format, content, and design of the questionnaire used to survey non-returning students are subject to review and refinement by the staff of the Office of Institutional Research. This review is based upon student responses to the previous year's questionnaire, and integrates input from the OIR staff, the Deans for Academic Affairs and Student and Community Services, and the OIR Advisory Committee concerning new goals for the survey.

In the fall of 1979, members of all three groups reviewed a questionnaire that had been drafted by Holly Staatse, Research Assistant in OIR; subsequently, she made final changes based upon their suggestions. In future years, the Survey of Non-Returning Students will undergo a similar developmental process, and will incorporate information gleaned from responses to the current survey effort.

B. Survey Sample

In selecting the student sample to be surveyed, indications of Educational Intent (collected at the time of course registration) were analyzed. Students were deleted from the survey pool of all non-returners if, during fall semester registration, they had indicated that they did not intend to return in the spring. This sampling decision was based on the assumption that such students had already accomplished their educational goal. In other words, the student's choice not to return to Mercer was made prior to the beginning of the semester, and was not the result of any intervening factor or event that occured during the semester.

Thus, those who were surveyed included all full-time and part-time matriculated students who had originally indicated their intent to return in the spring, and those for whom no Eductional Intent data were available. Although by the end of the fall semester these students had earned less than 60 credits, they did not return to Mercer as either full- or part-time students in the spring.

C. Data Collection

Table 1 shows that an initial mail-out of 839 surveys was conducted on March 7, 1980. A telephone follow-up of selected non-respondents, following a second-wave mailing on March 27, was concluded on May 8. Thus, data collection extended over a two month period.

Table 1

Return Rates for Survey of Non-Returning Students

Fall 1979 to Spring 1980

	Respondents	
Mail-out (N = 839)	n	%
First wave	172	21%
Second wave	138	16%
Telephone Follow-up	42	5%
Total Valid and Usable Responses	352	42%

The overall response rate for the survey of 839 non-returning students was 42%, following two contacts by mail and one by telephone. The potential pool for the telephone follow-up effort was 534 non-respondents. Since resources were insufficient for telephoning such a large sub-sample, and since it was noted that the return rate for minorities was not as high as that for white students, telephone efforts were focused on the 124 minority students who had failed to respond to the mailed-out questionnaire. Of these, 42 (or 34%) were reached, and all of them supplied information over the telephone.

D. Data Coding

Raw data were processed in two ways. First, all close-ended questions with pre-assigned numerical values were coded directly, using appropriate numerical values to indicate individual response patterns. Then, open-ended items (e.g., the names of other institutions of higher education, or the programs of study being pursued at transfer institutions) were assigned two-digit numerical values, following protocols developed in OIR, and were coded accordingly.

Student comments concerning reasons for non-return and suggestions for improvements at Mercer were recorded nearly verbatim by OIR staff. These responses were separated into favorable and unfavorable categories, and then further classified by content (e.g., referring to College services or to an academic concern). All comments are reproduced in Appendix A.

III. STUDENT CHARACTERISTICS: NON-RETURNING VERSUS RETURNING STUDENTS

One question that any study of non-returning students must ask is this: "Do students who decide not to return differ in any respect from students who do return?" In other words, is non-return associated with such characteristics as sex, ethnicity, number of credits earned, or grade point average?

Returning students[1] were compared with non-returning students on the following characteristics:

1) Residence (in-county, out-of-county, out-of-state)
2) Type (new full-time, continuing part-time, etc.)
3) Sex (male, female)
4) Status (full-time, part-time)
5) Ethnicity (Causasian, Black, Hispanic, etc.)
6) Educational Goal (transfer credits, job skills, personal interest)
7) Degree Aspirations
8) Cumulative Credits Earned
9) Grade Point Average

On the whole, the two groups of students looked remarkably similar. There were nearly equal distributions for both groups on most of these major variables. Percentage differences in race and sex, for example, were too small to be considered significant.

[1]Returning students were defined as those who had fewer than 60 credits, who had expressed an intention to return in the spring, and who did subsequently assume full-time or part-time matriculated status.

Of the few differences that did emerge, slightly higher percentages of non-returning students were:

a) from Mercer County (84% of non-returners vs. 79% of returning students);

b) continuing part-time students (25% of non-returners vs. 15% of returning students);

c) part-time (45% of non-returners vs. 23% of returning students); and

d) at Mercer to improve job skills (15% of non-returners vs. 8% of returning students).

These data seem to indicate that reasons for non-return were not related to the student characteristics for which the College already had data, but to other characteristics and factors, some of which may have been measured in the questionnaire sent to non-returning students.

IV. RESULTS OF THE SURVEY OF NON-RETURNING STUDENTS

A. Demographic Characteristics of Survey Respondents

The non-returning students who responded to the survey looked a great deal like those who did not respond. Thus, the group that answered the questionnaire was not a biased sample; it was representative of all non-returning students. Characteristics describing these students are presented in Table 2.

Table 2
Demographic Characteristics of Survey Respondents (N=352)

		N	%
Ethnicity			
	White	242	70%
	Black	89	26%
	Hispanic	9	3%
	Oriental	3	1%
	Amer. Indian	1	-
	Foreign	1	-
	Total	345	100%
Sex			
	Male	163	47%
	Female	187	53%
	Total	350	100%
Credit Hours			
	Full-time	186	53%
	Part-time	166	47%
	Total	352	100

B. Item Analysis

The survey questionnarie included items which asked about the student's original goals in coming to Mercer, whether or not these goals had been achieved, reasons for not returning, employment and educational status, and ideas for improving Mercer. (See Appendix A for students' answer to all open-ended questions in the survey, and Appendix B for the distribution of responses to all questions in the survey.)

The following is a summary of student responses to all survey items:

1) Goals. Most students came to Mercer with the immediate intention of obtaining an associate's degree, and the longer-range goal of preparing for a new (or first) job.

2) Reasons for Non-Return. In general, students stated that they did not return to Mercer for reasons related to personal circumstances (e.g., they had financial problems, had changed job

responsibilities, or wanted to take a semester off). A sizeable proportion, however, expressed some dissatisfaction with the quality of academic instruction.

3) Plans to Return. More than half of all non-returning respondents said that they would be likely to return to Mercer at some future time, either as part- or full-time students.

4) Work Status. Half of the respondents said that they had worked full-time while attending Mercer last fall. Three-fourths reported holding a current job (full- or part-time). A third said they were looking for a new job at the time of the survey.

5) Further Education. One respondent in five reported continuing their education in some manner. (See Tables 3 and 4 for their schools of transfer and major fields of study.)

6) Opinions of Mercer. The overwhelming majority of survey respondents said that they would recommend Mercer to a friend. More than half the students suggested improvements that the College might make. Many of the comments were favorable; some were not.

Table 3
Transfer Institutions Attended by Non-Returning Students

	N	%
Other N.J. Community Colleges	6	15
Trenton State College	6	15
Rider College	7	18
Rutgers	6	15
Out-of-State Colleges	14	36
	39	100%[a]

[a] Rounding error

Table 4

Non-Returning Students at Transfer Institutions: Major Fields of Study

Major Field	N	%
Business & Commerce	10	44
Data Processing	3	13
Health Services	3	13
Engineering	1	4
Public Service Related Majors	3	13
Arts & Sciences	3	13
	23	100%

C. Analysis of Student Comments

Sixty percent of the respondents made comments, and they were quite varied. Because the question specifically asked for "changes" that could help make Mercer "a better place for students," the majority of replies were suggestions for improvement and were therefore categorized as unfavorable. However, some students did offer positive commments, indicating that they felt satisfied with the school and that no changes needed to be made.

The great majority of the unfavorable comments dealt with academic matters. Students complained about their relationships with instructors, and many expressed a desire for more understanding and individualized attention. There were also several suggestions about Counseling and Tutoring services, including requests for better organization and greater availability.

Also prevalent among the responses was the general feeling that Mercer seemed too much like an extension of high school. Students said that Mercer needed to somehow establish a more college-like atmosphere, and some respondents even wanted it to become a four-year college. Many students stated a desire for dormitories on campus, feeling that this would help create a more collegiate environment.

As is the case in every survey of students, there were several complaints about the long, unsheltered walk from the parking lots to the classrooms. It is also interesting to note that there were very few comments concerning registration or grading procedures.

Appendix A

Comments on Question #12 - "What changes should be made at Mercer to help make it a better place for students?"

I. MAIL-INS

A. Favorable

Mercer met my needs as a student (27)*
Good and very nice school; no changes needed (91), (51), (51), (11)
Liked my instructors; want to return (11)
Instructors very helpful with everything; not just their subjects (12)
Very satisfied; I enjoyed my instructors (12)
Mercer is well kept and put together (51)
Best school; great teachers (11)
Enjoyed Mercer very much (38)
Course of Instruction "more than adequate" (69)
Fine school; want to return; left because of personal problems (07), (38), (12), (91)
The most rewarding experience I've had; Mercer is both well equipped and maintained; former instructors very helpful and informative (68)
Decent school; very relaxed atmosphere; not pressure from school officials (11)
Job counseling is good at Mercer (64)
Mercer is good school with wonderful people, no change is needed (13)
Nothing wrong with it (51) (17)
No significant faults with the College (32)
I like the school the way it is now (38)
Can't see any room for improvement; my three sisters are planning to attend in the future; my mother, who is now a student at Mercer, likes it also because people give her understanding (17)
Academically, MCCC is a good two-year College (51)
Enjoyed the courses I took last year; helped me secure my new job (71)
Mercer is a fine school, it was just not for me (51)
No complaints; financial problems made it impossible for me to continue plan to return in the fall (13)
Basically, Mercer is a good school, I have enjoyed attending this College and will continue in the future to get my A. S. degree (11)
Mercer is one of the most interesting county colleges which offers a variety of courses (70)
Mercer is the best school/ best time with learning. Some teachers are not there all the time, but they are made up for by the excellent teachers (11)
No changes needed (51), (11), (79), (69)
Enjoyed Mercer but moved (13)
Enjoyed College but had no job or time to continue (71)
Not there long enough to know (87), (07), (69), (74), (58)

* Code Number of Student's Program (refer to Addendum, pg. 7, Appendix A)

B. Unfavorable

1. Service

a. Parking Lot and Security

Better and more frequent bus service at night (51), (56)
More security to and from parking lot at night (12), (91)
Get bus to take students from parking lot to buildings (13)
More lighted area to and from parking lots along the walks (16)
Enclose walkways from parking lots to guard against weather (73)
Move parking lot closer to buildings (12), (12), (13), (26), (51), (54), (63), (68), (75), (77)

b. Library

Better study areas around campus; the library is too loud and distracting (71)
Library hours should be extended on weekends (68)
People in the library are too loud (91)

c. Student Center

Put Student Center to better use to promote communication between students and faculty; make it a center for student activities, not just a cafeteria (13)
The television should be put back in the Student Center, it would keep the library quieter (38)

d. Activities

More student activities should be planned e.g. beer bashes, etc. (38)
Make a large game room and a pub for more student activities (55)
MCCC has no student activities that keep us interested, e.g. concerts (51)
Encourage more students to join clubs; create and push more clubs and activities (68), (55)
Have more activities scheduled and promote varied recreation for students (32)
A student newsletter/newspaper would be excellent media for informing students of on-campus extra-curricular activities (48)
Students should have more freedom to use the grounds of the College for extra-curricular activities (70)

e. Housing

Have boarding rooms to promote more involvement among students because I felt lost in class (51), (91)
Build dormitories (55), (09), (91), (75), (35), (70)
Les[illegible]would transfer if Mercer had dormitories (32)

2. Academic (courses, instructors, services, etc.)

Teachers should have better attitudes and show more interest in the students (11)
There should be a certificate degree program for photography students (68)
Accounting course expected too much from us; got very frustrated (11)
Should have been better guided at registration (73)
Don't like the idea that if you fail out of a class, then change your major, this mark stays on your permanent record (73)
Not enough programs for women and non-conventional students (29)
More flexibility in degree curriculum (25)
More variety in evening and summer courses (03), (25), (91)
"Quality, not Quantity" in regard to the way the material is given to the student to assimilate (51)
More courses offered at 5 or 6 p.m., rather than 7 p.m. (17)
Need counseling and tutoring to be more available and better organized (68), (18), (12), (17), (85), (91), (12), (51)
I feel that the staff at Mercer should be more concerned with its students and made more accessible to assist students with problems (38)
Some of the instructors are very impersonal (51)
Would like to see a bit more thoughtfulness towards the students (74)
Monitor those teachers who have a high drop out rate, so you can determine whether students drop out because of the difficulty of the course, or because of some dissatisfaction with the instructor (91)
Both the counseling and administrative staffs are not adequately responsive to the needs of the older, returning student. They treat everyone as if they were 17 (38)
I think Medical Lab Tech's should be required to take General Chemistry I and II before starting their first semester in the program, it would make it much easier (35)
Teachers and advisors should give out more information on career paths (68)
Early registered students should <u>not</u> have to take what is left when 50% of their schedule is cancelled at the last minute (51)
Make classes smaller, so all people can get equal time for asking questions (51)
Wider choice of Saturday classes offered earlier in the morning (23)
Warn students when tests have to be taken at the Academic Testing Center; when people work full-time, it's very difficult (91)
Instructors should talk with the students not at them (78)
The consistency of instructors is very poor (13)
More efficient registration process (69)
Better career service department (69)
More efficient accounting within the College (69)
Closer relationship between the student and teacher (.2)
Teachers should have a better one-to-one contact with each student. I feel that being able to understand each student individually could help the instructor understand more appropriate ways to teach his/her course (64), (91)
I think the most important need is individual help to each student in selecting courses and preparing them for future careers (12)
Teachers don't expect or require enough from the students (11)
Offer some 4-year courses (78)
Instructors should help a student understand what he/she missed while absent (68)
In the Nursing dept., I found many people that were quite uncaring about the students (38)
Students should be notified in advance, if possible, by teachers for class cancellations (68)
The problem at MCCC is not so much student-teacher problems as it is teacher-student problems (64)

Unfavorable Academic comments (continued)

If a teacher does not want you in his class, he should have the option to transfer you to another class (64)
More time for registering students (20), (12)
Better music programs and classes (54)
The night courses should be stretched over more nights of the week instead of one or two because when classes end at 10 or 10:30, during the last ½ hour or so, the teacher and students are too tired to concentrate (11)
There should be greater emphasis for the transferring student (12)
Make entrance more difficult for degree programs (12)
Have a complete re-evaluation of instructors by another outside institution (51)
Should offer more courses related to your specific field of study and do away with some of the Liberal Arts requirements (68)
I felt some professors were not qualified to teach, they apparently never taught before (62)
All teachers should be reviewed before hand to insure their qualifications and ability (62)
Do away with the mandatory Physical Education course; make it optional (91)
In the weekend courses, a pass should be determined by whether the student completely understands the course, not if he reached a certain point predetermined by the teacher (51)
Vocational studies such as Med. Technology and Nursing should be offered at night so working people can take advantage of them (20)
The methods of testing at MCCC are not an accurate evaluation (48)
The night courses offered one night per week are too concentrated for the working person (48)
The instructors should be more receptive to knowledgable students and should allow more use of the equipment (69)
The administration should keep the good teachers and give them tenure, instead of always recruiting new teachers (91)
Increased access to instructors (12)
Classes should start at an earlier hour (5 - 8) (73)
I felt that the teachers were more laxed with the evening students (73)
I had a teacher that taught a class that was not in his normal field. He said he had to teach it to fill out his requirement of teaching hours. He didn't know subject matter and I felt cheated (73)
Less emphasis on the money factor of courses (the costs involved) (87)
Courses should go hand in hand when having to take the book and machine courses (87)
Teachers should show up at class more often and be more reliable and complain less about their salaries (87)
For part-time students' sake, courses offered in the fall should be offered in the spring evening semester (82)
Too much crammed into the Ornamental Horticulture Certificate program: It seemed like 2 years were crammed into one.(44) Students should be able to take only the courses they want or need for their certificates or degrees (11)
The counselors at registration are willing to put you in any course regardless of what you ask for (91)

3. Miscellaneous

Build indoor tennis courts (09)
Should have more comfortable places to study and relax with friends (38)

Unfavorable - Miscellaneous(continued)

Lunch rooms are not large enough, since pool tables on 2nd floor, makes it difficult to find empty tables when other parts of lunch room is being used for guest speaker or registration (27)
Offer real scholarships for baseball players (69)
Be more resourceful of your space; nothing to do in-between classes to occupy my time (70)
Non-residents should be put on mailing list of College. I never receive any semester bulletins and I spend more money to attend MCCC because I am out of county (14)
Mercer needs to be more of a College campus, instead of the reputation it has as a high-class high school. With more interested professors and student body, it would be a more interesting and pleasant place (51)
Mercer did not feel like a College; I felt like I was back in high school, not the right atmosphere for me (56),(20),(51)
I found that the workload expected of students isn't as high as it is at a 4-year institution.
Most people I know of never get further than a semester and a half at MCCC; most students need a complete college atmosphere to succeed (12)
The records department and paperwork is very slow; I've been out of school 2½ months and never received my Dean's List Certificate (27)
Put things on a more personal level; hire more responsible people to help new students get familiar with the College (69)
Need more financial aid for part-time students (17)
The biggest factor in my decision to not take any credit courses this semester was the fact that I could not get financial aid (51)
Do away with the testing center - if going to night school part-time and working during the day, no time to take tests that should be given in the classroom (17) (09)
Counselors should treat students like people, not just an ID number (17)
Should have counselors to work with part-time night students (17)
Scheduled class times should be studied further and arranged so that there are no conflicts (11)
Too much hassle to get financial aid (20)
Jobs on campus go to the ones who don't need them (20) (12)
Teachers don't know how to relate to students (20)
Need more helpful information concerning College courses (46)
Provide more financial aid to make up for fuel costs (85)
If teachers and students would take it more seriously it could be good, but right now it seems that no one cares about anything. It has some good courses but no one takes advantage of them. If everyone would just grow up and get involved and take College seriously, it could be a good community college (51)
Students should not have mandatory attendance. A student pays for college, he should decide whether he needs to go to class. Many students do fine working from the book and studying alone and going to class when they feel it necessary (51)
No atmosphere; no one is friendly; no one talks to anyone in the hall (91)
The walls are damp and concrete is ugly (91)
Friends of mine have been personally insulted by some professors (91)
Transfer counseling could be a bit more definite and direct (guide the student, instead of letting the student guide it (12)
Events should be publicized better (12)
Too many colleges are lowering their academic standards due to pressures concerned with meeting certain quotas (33)

Unfavorable - Miscellaneous (continued)

Three absent days or misses is not fair to the evening student. Working students should be allowed more absent days (17)
Atmosphere/Environment a little too casual; standards aren't high enough (with the exception of health-related fields) (11)
People attending Kerney campus are just as serious about their studies as those at Windsor, yet they are treated differently (91)
Remove beer and other glass bottles from the parking lot; clean trash along sidewalks (87)
Buy books ONLY that are necessary to course you are taking (87)
Restrooms are filthy and should be cleaned more often (87)
Lower the prices for the College courses, the prices are outrageous (87)
Counselors for the certificate programs should be better informed about the courses. I felt very confused after talking with one of them (87)
The McGraw-Hill tests should be eliminated

II. TELEPHONE FOLLOW-UPS

A. Favorable

No changes needed/ good school (12)
No complaints; excellent school (26)
School is O.K. (18), (91)
No changes; school has excellent atmosphere and good instructors (17)
I was satisfied with the way things were (51)

B. Unfavorable

1. Service

Cafeteria at Kerney Campus should be open more often (07)
More security (51), (17)
Make parking lot closer (51)
Student Center is going down hill; it seems like a casino, not a Student Center (91)
Institute a tuition payment plan for people who have families and can't afford to pay it all at once (91)
Dorms should be built (91), (17)

2. Academic (classes, instructors, services, etc.)

Make it a four-year College (26)
More degree programs, expecially in music (51)
Don't offer enough courses at the Kerney Campus. If working in the city, it's hard to get to main campus for classes at night (51)
Teachers are indifferent (12)
Need better teachers and more qualified instructors (07)
More stress on transfer programs (62)
Have special tutors for more difficult subjects (38)

Unfavorable - Academic (continued)

Nursing Program should be offered more often. Also exceptions should be made for loss of time due to illness in this particular program (32)
Classes are too big (17)
Classes should be audited more frequently (51)

Addendum

Code	Program Name
03	Non-Degree, Personal
07	College Discovery Year
09	Pre-Funeral Service Education
11	Acccunting
12	Business Administration
13	Data Processing
14	Marketing
16	Banking
17	General Business
18	Secretarial Science
20	Computer Operations
23	Corrections Officer
25	Law Enforcement Officer
26	Education Assistant
27	Dental Assisting
29	Community Service Assistant
32	Nursing
33	Contract Nursing
35	Medical Lab Technology
38	General Studies, Allied Health
46	Science--Biology
48	Science--Computer
51	Humanities and Social Science
54	Architectural Technology

Code	Program Name
55	Flight Technology
56	Legal Assistant
58	Flight Attendant
62	Land Use Management
63	Fire Science Technology
64	Ornamental Horticulture Technology
68	Visual Arts
69	Telecommunication
70	Architecture
71	Engineering Science
73	Engineering--Construction/Civil
74	Engineering Tech--Electrical
75	Engineering Tech--Mechanical
77	Drafting Technology
78	Electronics Technology
79	Electric Power Technology
82	Machine Shop Technology
85	Ornamental Horticulture Technology, Certificate
87	Computer Operations, Certificate
91	General Studies

Appendix B

NON-RETURNING STUDENT QUESTIONNAIRE - SPRING, 1980

IF LABEL IS NOT CORRECT, PLEASE
PRINT CORRECTIONS BELOW:

(% Missing)

1. When you first entered Mercer, did you plan to complete an Associate Degree or Certificate program? (Please check one box.)

79% ☐ Yes, complete an Associate Degree program (2 years)
(1%) 6% ☐ Yes, complete a Certificate program (1 year)
14% ☐ No

2. What was your main educational goal? (Please check one box.)

18% ☐ Improving my job skills
60% ☐ Preparing for a new (or first) career
17% ☐ Getting transfer credit
5% ☐ Taking selected courses for my own personal interest

3. Do you feel you have reached your goal?

7% ☐ Yes - If yes, skip to question no. 5
(1%) 84% ☐ No
8% ☐ Not sure

4. Why did you decide not to return to Mercer this semester? (Please check as many as apply.)

23% ☐ I decided to take a semester or two off.
14% ☐ I was not satisfied with the instruction and/or the instructors.
13% ☐ I did not feel encouraged or supported by my instructors.
5% ☐ The course I needed was not offered/was cancelled.
(6%) 13% ☐ I had health or physical problems.
21% ☐ I had financial problems.
22% ☐ I got a job/my job responsibilities or working hours were increased.
3% ☐ I got married/made plans to get married.
11% ☐ I had personal or family responsibilities.
4% ☐ I wanted to get some practical experience.
13% ☐ I was not doing well academically.
9% ☐ I transferred to another school.
5% ☐ I had transportation problems.
0% ☐ I don't really need more schooling to work in my field of interest.
5% ☐ In general, I was frustrated with the way Mercer was run.

Other reasons and/or general comments:_____

Twenty-four Percent (24%)

_____

_____

_____

5. Do you think you will return to Mercer in the future? (Please check one box.)

21% ☐ Yes, as a full-time student
34% ☐ Yes, as a part-time student
13% ☐ No, I will definitely not return
32% ☐ I'm not sure

6. Were you working last semester (Fall, 1979)? (please check one box).

48% ___ Yes, I was working full-time (35 hours per week or more)
31% ___ Yes, I was working part-time (fewer than 35 hours per week)
21% ___ No, I was not working

7. Are you working at the present time? (Please check one box).

64% ___ Yes, I am now working full-time (35 hours per week or more)
(6%) 10% ___ Yes, I am now working part-time (fewer than 35 hours per week)
20% ___ No, I am not working now

8. If you are working at the present time, is your job related to your program or course of study at Mercer?

(26%) 33% ___ Yes 41% ___ No

9. Are you currently looking for a new or different job?

(8%) 34% ☐ Yes 58% ☐ No

10. At the present time, are you continuing your education beyond your program of study at Mercer? (Please check one box.)

72% ☐ No, I am not continuing my education at this time.
8% ☐ I am currently taking in-service or on-the-job training.
(8%) 3% ☐ I am currently taking college courses, but not for a degree, at (Please enter the name of your college) _____
2% ☐ I am currently a part-time student at (Please enter the name of your college) _____, working towards a degree/certificate in (Please enter the name of the program) _____
7% ☐ I am currently a full-time student at (Please enter the name of your college) _____, working towards a degree/certificate in (Please enter name of program) _____

11. Would you recommend Mercer to a friend?

79% ☐ Yes
(5%) 6% ☐ No
10% ☐ Not sure

12. What changes should be made at Mercer to help make it a better place for students? (Please be honest! Use another sheet of paper, if necessary.)

Sixty Percent of Students Made Comments

(40%)

THANK YOU!

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

SEP 19 1991